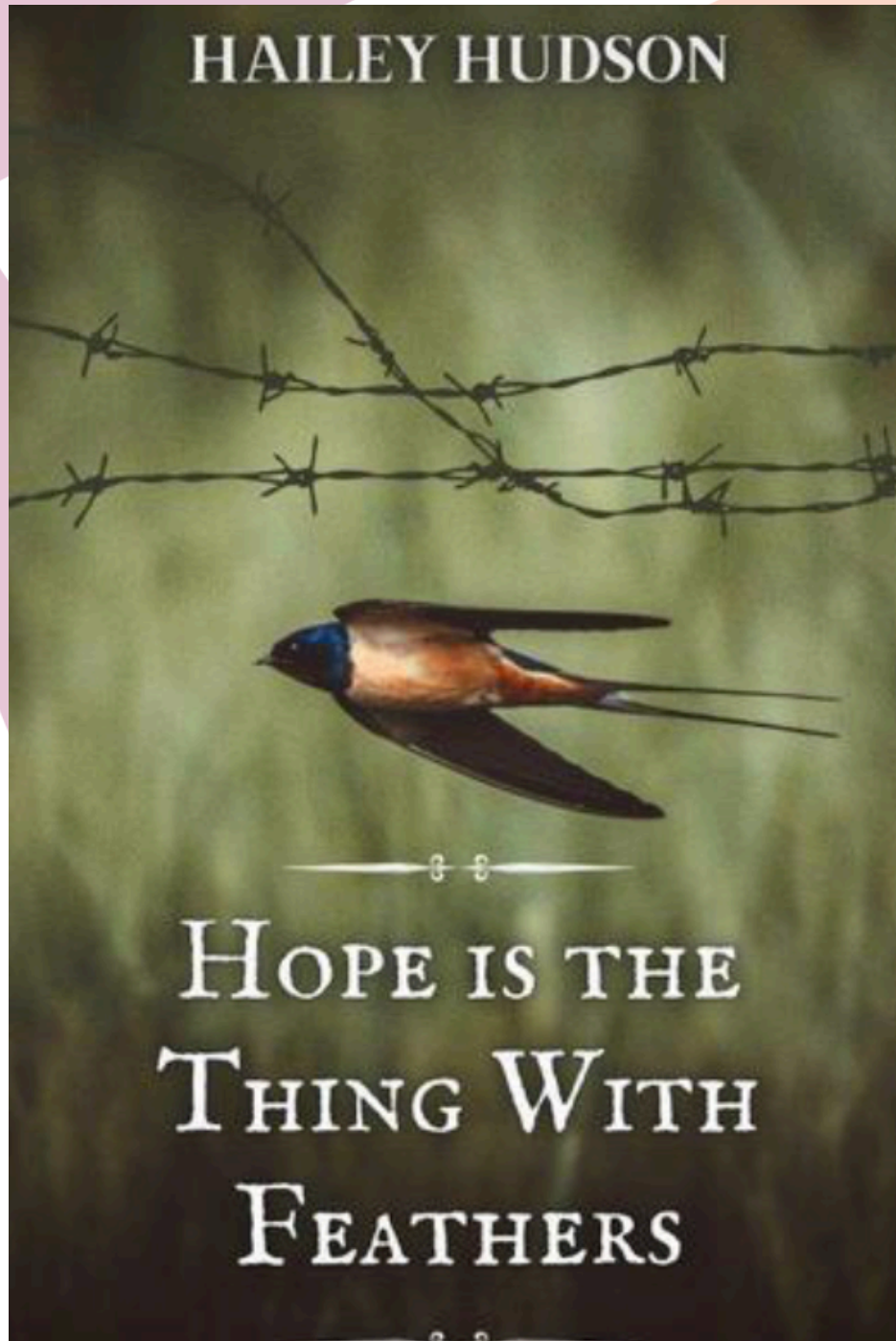


# TEACHER RESOURCES & STUDENT ACTIVITIES



# How to Use Storyshares Teacher Resources & Student Activities

## Pre-Reading

Share **background information**.

Introduce the **vocabulary** to the students. Discuss meanings. Click here for an **instructional routine** for vocabulary.

## Reading

Share the written response to reading prompt ahead of time as the **focus for reading**.

Encourage students to **read a chapter** of the text independently or in pairs.

## After Reading

Students can complete the **trivia worksheet** or make it into a game! Either way, make time to review answers.

Students complete the **written response to reading** prompt.

## Background Information

Germany is changing. Those Amalie once knew to be friends now call her a pig. Her father's job at a local newspaper used to support her family; now, it places them in danger. It's a cruel time in history for people like Amalie, but why? Why is being Jewish such a bad thing?

## Visual Vocabulary

This vocabulary guide was created with English language learners in mind. This table flags Tier 2 vocabulary words in every chapter. This guide includes the definitions in context, as well as images and examples from the text.

## Trivia Questions




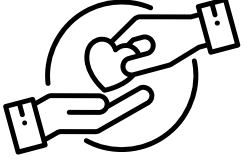


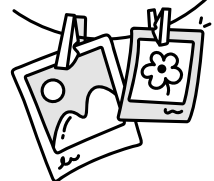

This is a ready-made student worksheet that can be given as a check for understanding after students have finished the book. You can also gamify the trivia questions, making this a small group activity. **Answers: 1. D; 2. C; 3. A; 4. D**



Click [here](#) for reading comprehension worksheets and graphic organizers.



## Hope is the Thing with Feathers: A Story of Hope in the Holocaust by Hailey Hudson

Word	Definition	Image	Example
<b>contented</b> (adjective)	satisfied		"I huddle back down and give a little <b>contented</b> sigh because my bed is so warm..." (ch 2)
<b>soothing</b> (verb)	to have a calming effect		"It sounds like the water running over my windowpane, gently <b>soothing</b> and comforting." (ch 2)
<b>despite</b> (preposition)	regardless of		"...when all of Prague is in the streets <b>despite</b> the German soldiers at every corner." (ch 3)
<b>charity</b> (noun)	something given to a person in need		"Andrej has brought home his friend's Christmas seals, stamps which are sold for <b>charity</b> , for me to see." (ch 4)
<b>scarce</b> (adjective)	in short supply		"The sky is so blue, it almost makes up for the bedbugs, the <b>scarce</b> food,..." (ch 5)
<b>spurting</b> (verb)	shooting out in a stream or squirting		"I turn my head in time to see a man crumple to the ground, blood <b>spurting</b> from his head." (ch 5)
<b>highlight</b> (noun)	that which is exceptionally and pleurably memorable, important, or prominent		"This is always a <b>highlight</b> of my day, for he brings home funny stories..." (ch 6)
<b>contemplate</b> (verb)	to think about deeply and seriously		"He looks at me, appearing to <b>contemplate</b> what to tell me." (ch 9)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Multiple Choice

Read the questions carefully. Choose the answer that fits the question best.

**1. How does the motif of birds change for Amalie throughout her experiences in the text?**

- A. Birds remain only as literal creatures she observes, without symbolic meaning.
- B. Birds become objects of fear and avoidance after she leaves Prague.
- C. Birds completely disappear and are never referenced after the family's deportation.
- D. Birds shift from symbols of comfort and freedom to distant reminders of hope as her circumstances worsen.

**2. Why does Amalie feel disappointed after the Danish Red Cross visit to Terezin?**

- A. Because her family is deported on the same day.
- B. Because she is separated from her friends for the performance.
- C. Because the Red Cross is fooled by the Nazis' deceptions and does nothing to help.
- D. Because she is not allowed to sing during their visit.

**3. What effect does Andrej's news about his friends being sent away have on Amalie in Chapter Nine?**

- A. It makes her realize she wishes she didn't know everything, even though she wants to seem grown up.
- B. It leads her to blame Tata for not protecting them.
- C. It causes her to decide to try to escape from Terezin immediately.
- D. It makes her want to volunteer for more music performances.

**4. How does Amalie's understanding of hope evolve from the beginning to the end of the narrative?**

- A. She sees hope as something the Nazis can control and provide to prisoners.
- B. She believes hope only belongs to children and gives it up as she grows older.
- C. She rejects hope entirely and sees no point in it as her situation worsens.
- D. She recognizes hope persists even amid suffering, symbolized by the presence of singing birds in even the darkest moments.

### Written Response to Reading

How does Amalie's view of hope evolve between her time in Prague and her experience in Terezin? (*Amalie's view of hope evolves from...*)

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